

DMHAS  
WORKFORCE DEVELOPMENT

INSTRUCTOR-LED & VIRTUAL  
TRAINING

SPRING 2023

[www.ct.gov/dmhas/workforcedevelopment](http://www.ct.gov/dmhas/workforcedevelopment)

8 New Trainings

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## **CONTINUING EDUCATION UNITS (CEU) INFORMATION**

Many virtual and in-person trainings offer continuing education contact hours. Participants **MUST ATTEND 100%** of the class to be eligible to receive this certificate. Please retain your certificate of completion for your records.

**The trainings listed in this catalog are open to DMHAS Operated staff and DMHAS Funded staff.**

## **REGISTRATION INFORMATION**

**Please only register for trainings that have been pre-approved by your supervisor. Do not enroll in multiple trainings with plans to cancel them later; this will help us to keep wait lists more manageable.**

- To register for training, you must go through our Learning Management System (LMS) <https://ctlms-dmhas.ct.gov>. You will not be able to login unless you have a valid username and password.
- If you do not have a username, or to update your email or other profile information, fill out and return the [My Profile Information Form](#). You will receive an email with your login information.
- For help registering, searching the catalog, transcripts, and more, check out our interactive tutorial, [Introduction to the LMS](#).
- For information on available web-based trainings, please see our Web-based Training Offerings List on our website: [www.ct.gov/dmhas/workforcedevelopment](http://www.ct.gov/dmhas/workforcedevelopment).
- Upon registering for a training, you will receive an email from [Workforce.Development@ct.gov](mailto:Workforce.Development@ct.gov) regarding your enrollment status (confirmed or waitlisted) and session information. Please read your emails completely and mark your calendar!
- Check your SPAM filter to mark [Workforce.Development@ct.gov](mailto:Workforce.Development@ct.gov) as SAFE. Contact your IT (Information Technology) person if you have questions.
- If you are on a waitlist and a seat becomes available, you will receive an email, offering you the seat. You must ACCEPT the offered seat through the LMS within five calendar days.
- Directions and instructor biographies, as well as other training resources and links, are on our website: [www.ct.gov/dmhas/workforcedevelopment](http://www.ct.gov/dmhas/workforcedevelopment).

## **AMERICANS WITH DISABILITIES ACT (A.D.A.)**

If you need an accommodation based on the impact of a disability or medical condition, make the request **immediately upon registering for training** by contacting [Workforce.Development@ct.gov](mailto:Workforce.Development@ct.gov).

## **FREQUENTLY ASKED REGISTRATION QUESTIONS**

**Q: How do I attend a virtual training?**




**A:** When you register for a virtual training, you will receive an enrollment confirmation email that contains information about launching and attending the training, as well as a link to attend the class. Please read this information carefully and follow the step-by-step instructions attached to the enrollment email. **Note: Virtual classes launch via the learning management system and you must sign in to the LMS to attend the training. If you don't know your username, please email [workforce.development@ct.gov](mailto:workforce.development@ct.gov) immediately.**

**Q: What do I do if I forgot my password?**

**A:** On the log in page of the LMS, click the "Forgot Password?" link. The system will prompt you to enter the email address that is associated with your LMS account. When you've entered the information, the system will send you an email with a temporary password.

**Q: How do I get a certificate with Continuing Education Units (CEUs) for a virtual training?**

**A:** Please allow for 3 business days after the completion of virtual trainings before printing certificates of completion. Then, go to your Me tab, then click on Completed Learning in the left-hand menu. Find the training you want, then click the down arrow next to the View Summary button. Click Print Certificate to open the certificate in your browser, or click Export Certificate to download a PDF copy of the certificate. For more detailed instructions, see [Introduction to the LMS](#).

TITLE	PROGRESS	ACTION
 <b>A Brief Introduction to Working with People with Borderline Personality Disorders</b> Instructor-Led Version:FY16	SUCCESSFUL On:09-17-2015	VIEW SUMMARY 
 <b>Active Shooter Training: Being Prepared</b> Web Based Training	SUCCESSFUL On:05-18-2016 Score: 100	PRINT CE <div>             Print Certificate              Export Certificate              Notes           </div>

Q: **What if I have reviewed the information above and am still having problems?**

A: Check out our tutorial, [Introduction to the LMS](#), then email [Workforce.Development@ct.gov](mailto:Workforce.Development@ct.gov).

## **CANCELLATION INFORMATION**

Rarely, a course may be cancelled. We strongly encourage you to check your email for cancellation notices.

If you are unable to attend a class for which you have been enrolled, **please drop your registration within ten (10) days of the training**, if possible. This will allow us to contact other participants to offer them a seat.

To drop/cancel a class, log onto the Learning Management System (LMS) <https://ctlms-dmhas.ct.gov>, and go to the Me tab. Find the training you want to drop, then click the down arrow next to the View Summary button and click Drop. A window will pop up, asking you to confirm the cancellation. Click the Yes button. For more detailed instructions, see [Introduction to the LMS](#).

**Failure to cancel your enrollment for classes you are unable to attend may affect your ability to register for future classes.**

# Spring 2023 Training Schedule

Date(s)	Time	Title	Facility	CEUs
4/4/23	9:00am-4:00pm	<p><b>Criminal Thinking and Anti-Social Logic (NEW)</b></p> <p>Antisocial behavior is exhibited by a lack of conscience for wrong doings by individuals. Some of the antisocial and self-destructive patterns of behavior often are observed in justice involved clients. The impact of the client's criminal thinking behaviors can often frustrate the counselor and affect the counseling and treatment process. What can we do in our work as professionals in addressing individual client behaviors that show a lack of remorse or little regard for others? How have we responded to clients who display patterns of not only resistance to authority but frequent manipulation while violating the rights of others?</p> <p>During this course, participants will be introduced to specific thinking patterns that underline criminal behavior patterns for justice involved clients. The use of evidenced based practices in assessment and treatment planning will be covered in addition to exploring how to deal specifically with these behaviors in various settings.</p>	Connecticut Clearinghouse	6 CCB, NASW@, PSY #
4/12/23	9:00am-12:00pm	<p><b>De-escalation, Management of Aggressive Behavior, and Patient Engagement Strategies - A Trauma-Informed Approach (NEW)</b></p> <p>Aggressive and drug-seeking behavior creates unique and often frustrating challenges in clinical settings; often, these behaviors are fueled by substance use and trauma related disorders. This presentation will offer strategies for addressing these behaviors in an assertive and therapeutic approach while retaining patient engagement. This interactive and experiential presentation offers an overview of the impact of trauma on the recovery process from a social, biological, psychological, and spiritual perspective and will provide clinicians with skills to work with people affected by substance use and trauma throughout their recovery, as well as understanding the conceptual framework of trauma-informed practice.</p>	Virtual Class	3 CCB, NASW@, PSY #

Date(s)	Time	Title	Facility	CEUs
4/14/23	9:00am-3:30pm	<p><b>A Forensic CBT Primer: Interventions for Antisocial and Criminal Behavior</b></p> <p>Formerly called: Forensic CBT</p> <p>Practitioners across numerous settings will encounter adolescents and adults whose antisocial thinking puts them at risk for significant loss because of reckless decision-making, destructive behaviors, and deeper involvement in the criminal justice system. CBT has been shown to be effective with antisocial and forensic clientele, although modifications of CBT practices are required for this client group.</p> <p>Two critical adaptations are necessary to make CBT effective for reducing antisocial and criminal conduct. First, successful intervention requires a focus on a set of specific risk domains that facilitate criminal/antisocial behavior (beyond mental health symptoms). A detailed overview of these key intervention targets will be provided. Second, traditional automatic thoughts and irrational beliefs are not as broadly applicable to antisocial and forensic clients as they are for those suffering from mental health disorders. An alternative constellation of criminogenic thinking patterns that drive criminal and self-destructive behaviors will be reviewed, as well as specific techniques for altering criminogenic thinking. This workshop is highly interactive, incorporating structured learning activities including case examples, audio/video-recorded work samples, small group exercises, and “real”-plays.</p>	Connecticut Clearinghouse	5 CCB, NASW@, PSY
4/17/23	9:00am-12:00pm	<p><b>Cultural Elements in Treating Hispanic and Latino Populations (NEW)*</b></p> <p>This training will focus on the cultural elements that exist within the Hispanic, Latino/a, and Latinx sub-groups in the US. Participants will learn about the development and impacts of disparities on individual, families, and communities within the context of SUDs and Mental Health. The training will also focus on developing and delivering services grounded in the cultural elements, cultural humility, and health equity.</p>	Virtual Class	3 CCB, NASW@, PSY

Date(s)	Time	Title	Facility	CEUs
4/18/23	9:00am-11:00am	<p><b>Establishing your Basic Competency in Emotional Support Animal Letter Writing</b></p> <p>Social workers are commonly asked to write letters for clients who are seeking emotional support animals as an accommodation. What do you need to know and do to ensure you are practicing within your scope of practice? This question connects with social work ethics as both an issue of competence and education as well as one of supporting access and disability justice. Social Workers are ethically required to practice in only areas they are competent in. According to the Council on Social Work Education (CSWE), social work competence is defined as “the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being”. When presented by a client with a request for a letter verifying need for an Emotional Support Animal (ESA), a social worker with competence in this area needs: * Knowledge: ESA vs. other therapeutic roles of animals; policy/law relating to client eligibility for an EAS; and benefits and risk of human-animal interaction (HAI) *Skill: integrating/applying the above knowledge to: 1) determine whether a client’s health/mental health condition is eligible for ESA consideration; 2) determine whether benefits of an HAI are/can be expected to ameliorate impairment related to a client’s eligible health/mental health condition; and 3) write an appropriate ESA verification letter * Social work ethics/values: awareness of social justice- accessibility, equity, participation, and human rights – and ethical issues relevant to clients seeking ESAs.</p>	Virtual Class	2 CCB, NASW, PSY
4/21/23	9:00am-3:30pm	<p><b>Assessing Risk and Suicidality: Interviewing Skills for Clinicians and Helpers</b></p> <p>Front line clinicians and helpers are often in the best position to obtain the most comprehensive information about suicidal ideation and other self-harming behaviors. This course will present a proven, research-based interviewing approach to maximize skills in obtaining information needed to assess and manage acute risk in patients with co-occurring disorders.</p>	Connecticut Clearinghouse	5 CCB, NASW, PSY

Date(s)	Time	Title	Facility	CEUs
4/24/23	9:00am-3:30pm	<p><b>An Overview in the Current Trends in Street Drugs and Illicit Prescription Medication Use (NEW)</b></p> <p>The line of distinction between what prescription drugs and street drugs are has been forever altered. Prescription medications have become the fast growing classification of drugs being sold illicitly. In addition, there are a wide range of new street drugs being made available to users that are more potent and more dangerous. As we have moved in the “Opioid Crisis” we have seen a concurrent movement away from drugs with a plant base to a fully synthetic drug culture.</p>	Virtual Class	5 CCB, NASW@, PSY
4/25/23	9:00am-4:00pm	<p><b>Stimulants and their Impact on Brain and Behavior</b></p> <p>The purpose of this daylong introductory level training is to provide information about central nervous system stimulants and their impact on brain, body, and behavior. The day begins with a review of the latest data on the patterns and trends of stimulant use and availability in the United States and beyond, followed by a review of the mental and physical health consequences and cognitive impact of stimulant use. The training then explores the differential rates and impact of stimulant use on several populations and the relationship between stimulant use and HIV risk. The training concludes with a discussion of how to implement effective behavioral treatment interventions and recovery approaches when providing services to people with a stimulant use disorder. Specific topics will include (1) the scope of stimulant use in the United States and beyond; (2) stimulants and the brain and impact of use on cognition; (3) stimulant use and psychosis; (4) short- and long-term physical and mental health consequences of stimulant use and considerations for unique populations; (5) the intersection of stimulant use and HIV risk; and (6) effective evidence-based behavioral treatment interventions and recovery supports for people with a stimulant use disorder.</p>	Virtual Class	6 CCB, NASW, PSY #
4/28/23	9:00am-12:00pm	<p><b>Cognitive-Behavioral Therapy for Obsessive-Compulsive Disorder</b></p> <p>Obsessive-compulsive disorder (OCD) is a common mental health disorder that is a leading cause of disability. Cognitive-behavioral therapy (CBT), particularly incorporating the strategies of exposure and response prevention, is the first-line treatment for OCD in adults and children. In this workshop, we will discuss different presentations of OCD, review a cognitive-behavioral formulation of OCD, and demonstrate strategies for implementing CBT.</p>	Connecticut Clearinghouse	3 CCB, NASW, PSY

Date(s)	Time	Title	Facility	CEUs
5/2/23	9:00am-12:15pm	<b>Working with Muslim Clients*</b>  This course is designed to provide an overview about Islam and Muslims. It is intended for clinicians, mental health assistants, social workers, and anyone else who may be working directly with clients who identify as Muslim. You will learn about the context of mental health in the religion, stigma of mental health among the Muslim community, and how to best provide support during treatment and recovery.	Connecticut Clearinghouse	3 CCB, NASW, PSY
5/5/23	9:00am-12:00pm	<b>Ethics for Addiction Counselors: Boundaries</b>  This three hour course will review the Connecticut Certification Board (C.C.B.) Code of Ethics with an emphasis on boundaries.	Connecticut Clearinghouse	3 CCB
5/9/23	9:00am-4:00pm	<b>The Impact of Compassion Fatigue in the Helping Profession</b>  This training is to assist all those who work with vulnerable populations who have experienced trauma. The main goal is to raise awareness in the workers of secondary traumatic stress, and the resulting compassion fatigue that can result from it and how to reverse the trajectory. Secondary traumatic stress does not only come from working with trauma survivors. In this training, we will explore compassion fatigue, compassion, satisfaction, burn out and self-care.	Virtual Class	6 CCB, NASW, PSY #
5/12/23 & 5/19/23	9:00am-3:30pm	<b>Biology of Addiction</b>  Biology of Addiction will review the basics of neurotransmission and how drugs of abuse interfere with neurotransmission. The mechanism of action of alcohol, opiates, and stimulants will be covered as well as their effects on the brain, the body, and the fetus. An elementary review of medication assisted treatment will be provided. Signs of intoxication, withdrawal, overdose, and dependence will be presented. The second day of training will be a broad variety of drugs of abuse: inhalants, marijuana, synthetic cannabinoids (e.g., spice) and cathinones (e.g., bath salts) PCP, Ketamine and other dissociative anesthetics, hallucinogens, and nicotine. Signs of intoxication, withdrawal, overdose, and dependence will be presented.	Connecticut Clearinghouse	10 CCB, NASW@, PSY

Date(s)	Time	Title	Facility	CEUs
5/16/23	9:00am-12:00pm	<p><b>Working with Street Gangs in New England and Building Health Equity (NEW)</b></p> <p>This training will focus on working with street gangs in the New England region. Participants will learn about the structural determinants of health and other factors that contribute to becoming gang members and maintaining gang affiliation including Substance Use Disorders (SUDs) and Mental Health. Moreover, the training will focus on strategies and techniques for working with potential and current gang members on ending gang participation/affiliation, connecting them to behavioral health, training and employment, and other social services.</p>	Virtual Class	3 CCB, NASW@, PSY #
5/17, 5/18, & 6/12/23	<p>5/17 &amp; 5/18: 9:00am-12:15pm</p> <p>6/12: 9:00am-4:30pm</p>	<p><b>Motivational Interviewing Basic &amp; Intermediate (NEW)</b></p> <p><b>You must attend all three days (12 hours) to complete the course and receive credit.</b></p> <p>Motivational interviewing (MI) is a client-centered, evidence-based, goal-oriented method for enhancing intrinsic motivation to change by exploring and resolving ambivalence with the individual. This active, skill-building workshop provides participants with knowledge of the spirit, micro skills, and strategies of the model, and provides opportunities to practice the approach. Participants will complete the training with a good understanding of MI and will attend the Intermediate training in June to develop proficiency in this method.</p> <p>The in person intermediate training on the third day is an active, skill-building training that provides participants with a review of the spirit and micro skills of MI and focuses on using the strategies of the model to elicit change talk in conversation. Participants will integrate the spirit, skills, and strategies in practice conversations, and are encouraged to attend the Advanced MI (offered in future catalogs) training to develop proficiency in this method.</p>	<p>5/17 &amp; 5/18: Virtual Class</p> <p>6/12: Connecticut Clearinghouse</p>	12 CCB, NASW@, PSY #
5/22/23	9:00am-3:30pm	<p><b>Vicarious Trauma (NEW)</b></p> <p>This course reviews the impact of vicarious trauma, countertransference, and compassion fatigue on the burnout process. The training content will assist the participant in identifying the signs and symptoms of each as well as the difference in impact between direct trauma and vicarious trauma on their relationships with clients and other staff. Current events and challenges such as serving clients within the challenge of the aftermath of a COVID19 aware environment will also be explored.</p>	Virtual Class	5 CCB, NASW@, PSY

Date(s)	Time	Title	Facility	CEUs
5/24/23	9:00am-12:00pm	<p><b>Introduction to Child Trafficking (NEW)</b></p> <p>This three-hour course will discuss Federal and State Law; define types of trafficking (child labor and child sex trafficking); speak to the prevalence of child trafficking in CT and provide current examples; discuss high risk populations; warning signs; impact; and a brief discussion of interventions and prevention.</p>	Connecticut Valley Hospital, Page Hall	3 CCB, NASW@, PSY
6/2/23	9:00am-12:00pm	<p><b>Cognitive Behavioral Therapy for PTSD</b></p> <p>Posttraumatic stress disorder (PTSD) is common in both military and civilian populations. Patients with chronic PTSD are often difficult to treat, and the degree of functional impairment from PTSD can be extremely high. Cognitive-behavioral therapy (CBT) is among the most well-validated, evidence-based treatments for PTSD. In this workshop, we will review the principles of CBT for PTSD, including various forms of therapeutic exposure, cognitive restructuring, and stress inoculation training. We will use a mix of didactic presentation and case examples to illustrate how these treatments are implemented.</p>	Connecticut Clearinghouse	3 CCB, NASW, PSY
06/5/23	9:00am-12:00pm	<p><b>Nicotine Addiction: The Health Effects of Smoking and the Link to Mental Health</b></p> <p>This presentation is designed to help give Licensed Clinical Social Workers, Psychologists, Registered Nurses, and other direct care staff the needed knowledge to discuss and educate smokers on the effects of smoking and vaping. Staff will be better suited to empower clients through a therapeutic approach to want to quit and be successful. Staff will be educated on the benefits of a holistic approach to patient care including collaborating and making proper referrals to other disciplines and treatment.</p>	Virtual Class	3 CCB, NASW, PSY

Date(s)	Time	Title	Facility	CEUs
6/6/23	9:00am-3:30pm	<p><b>Anger: Critical Issues in Assessment and Intervention</b></p> <p>Formerly called: Best Practices for Anger Management for Clients</p> <p>Across different care settings practitioners routinely see clients whose anger reactions contribute to significant loss and suffering. While anger is a frequent and universal human emotion, it has received surprisingly little attention as a clinical problem. When addressing anger, practitioners commonly engage in unproductive conversations (e.g., clients venting about unfair actions of others) and struggle to identify clear intervention targets. In this workshop, participants will practice assessing the key features of client anger reactions by applying a 6-stage Anger Episode Model Interview to understand how anger is experienced and expressed in the client's real-life interactions. The analysis of anger episodes forms the groundwork for effective case management and collaboratively identifying relevant intervention goals. A flexible menu of well-established interventions for remediating anger difficulties will be reviewed. This workshop is highly interactive, incorporating structured learning activities including case examples, audio/video-recorded work samples, small group exercises, and "real"-plays.</p>	Connecticut Clearinghouse	5 CCB, NASW@, PSY
6/9/23	9:00am-3:30pm	<p><b>Bearing Witness to Suffering: Sustaining Self-Care in Trauma Work</b></p> <p>Bearing witness to--or even hearing about--injustice, suffering, harm, and death, is universally disturbing, disruptive, and often traumatic to both personal health and professional practice. The double pandemics of Substance Use Disorders and COVID-19 have magnified uncertainty in our lives and multiplied suffering and trauma in the lives of those we hope to help recover. This interactive training will explore the challenges of sustaining balance and health in work with traumatized people, families, and communities. Participants will review and describe proactive self-care tools and practices to sustain health and resiliency in ourselves, our workplaces, and our communities as antidotes to cumulative, vicarious, secondary trauma, care-giver fatigue, and burnout common in Trauma Work.</p>	Connecticut Clearinghouse	5 CCB, NASW, PSY

Date(s)	Time	Title	Facility	CEUs
6/15/23	9:00am-3:30pm	<b>Treatment Planning for Behavioral Health</b>  Treatment planning is most effective when the treatment objectives are defined in measurable, attainable, time limited, realistic and specific terms. Through participant interaction, this training will present tools and training resources that can help addiction treatment providers transform required "paperwork" into clinically valuable information. Participants will learn how to use the data collected via an assessment instrument to assess patients' substance abuse, to develop effective treatment plans, and to monitor outcomes. Research shows that after providers administer assessment instruments, they often file the findings instead of using them to customize effective treatments for their clients. This training is designed to change that practice and help clinicians, supervisors, and managers make good use of the data that is collected. Using this information appropriately can help treatment providers address the specific needs of individual clients and improve treatment outcomes.	Connecticut Valley Hospital, Beers Hall	5 CCB, NASW, PSY
6/22/23	9:00am-11:00am	<b>Grief and Loss: The Passing of Furbabies and Close-held Pets</b>  Pets are family. Whether engaging in end-of-life planning, unexpected fatality, or ambiguous loss (stolen/run-away), the pain and grief that a loss triggers is powerful. Studies have highlighted that the grief process associated with pet loss parallels that experienced by people who experience the death or loss of a beloved person. In part, this is due to the active role that pets play in our lives as they age alongside us. Thus, it is advantageous for practitioners to be aware of the importance of a client's pet and treat the loss or passing as they would a person.	Virtual Class	2 CCB, NASW, PSY

@ NASW/CEU application pending.

\*Meets the requirements for Cultural Competence Continuing Education

# Thanks to the New England Addiction Technology Transfer Center for co-sponsoring trainings



New England (HHS Region 1)

**ATTC**

Addiction Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration